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THE Journal of Home Economics

For those interested in Homemaking, Institution Management, and Educational Work in Home Economics

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Conservation is Imperative

FOR the people of the United States, the need of voluntary sacrifice, of willing devotion is as great as ever. - - - - - - - - - -

That same spirit by which Europe was saved from its gravest peril during the season of food shortage is still required of us. Proving our endurance as we have proved our energy, the American people are to keep the trust committed to them. - - - - - -

THE

Journal of Home Economics

VOL. X NOVEMBER, 1918 No. 11

DIETITIAN SERVICE AT HOME[1]

LULU GRAVES

Cornell University, Ithaca, N. Y.

The subject assigned to me on the program is "The Dietitian's Service Overseas," but my knowledge of that service is so limited that it would not be possible for me to discuss it; I shall, therefore, confine myself to the opportunities and need for service at home.

During the past year when it has been necessary to forego the use of many food materials which we have previously used in extravagant amounts and to utilize others in ways never before thought of, a number of institutions have suddenly realized that it is really desirable to have "brains in the kitchen." In common with other useful occupations throughout the nation, the work of the dietitian has increased very greatly, not alone in the problem of using substitute food materials in the preparation of palatable food for large groups of people, and in the exercising of eternal vigilance to prevent waste, but in the labor situation, a difficulty which has been harder to meet than either of the others. The calls for dietitians for the past year have in the majority of cases placed at least as great emphasis upon the executive as upon the teaching ability of the woman. This is no doubt due to the condition just referred to, but under no circumstances do we want this tendency to prevail.

In order to work intelligently with the physician it is necessary for a dietitian to be familiar with the common symptoms and diagnosis of diseases of metabolism. At this time when our physicians and nurses

[1] Presented at The Eleventh Annual Meeting of the American Home Economics Association, Chicago, June, 1918.

are giving their services to the country to such an extent that our hospitals are being managed with the fewest possible number of physicians, and when they are accepting the largest numbers of untrained girls that can possibly be cared for, it is most essential that the dietitian can step in to the breach, follow up her diets, make use of the ward charts as well as her own and in many ways relieve the physician, at the same time enlarging her own capabilities for usefulness. She should be able to go into the laboratory, if need be, and make any of the simpler tests or analyses which are essential to treatment, particularly urine and blood tests; if there is a question about substitute food materials which must be used in special diets and she cannot get the desired information from the city chemist she should be able to make at least rough tests of these.

Her work as an aid to the physician need not be confined to the wards; hospital dispensaries are much in need of this work. Dispensaries that have formerly had five, or six, or even more medical men on their service are now glad to get one or two. The patients who come to the dispensary are utterly at sea with the substitute food materials and desperately in need of advice. The physician with all of his other added work cannot take time to go into the details of the recent changes, with the necessary instructions in cooking, even should he have the information.

When our men are returned to us from the front with the various abnormal conditions that we know must be faced, there must necessarily be many who will need dietetic as well as surgical treatment. Bodies that have been taxed to the limit of endurance, or that have lost their reserve force must have skillful treatment of every kind. If we are not now able to give them this, why not begin at once to fit ourselves for it and be ready when the need arises. The physician will be glad of help if he is convinced that the one offering it knows what she is doing. She should be able to understand what he is talking about when he mentions other things beside glycosuria; if he speaks of acidosis she should know the various causes that may bring about this condition, and if he is interested in the nitrogen content of his patient's diet, she should know food composition well enough to give what he wishes without troubling him for details. In all probability he does not know what happens to the food elements in the process of cooking, and it is her province to enlighten him if necessary.

It is sometimes said that the physician does not want some one else to prescribe for his patient. If my own experience may serve as an illustration, that is not the case. In more than three years' experience at Lakeside Hospital no physician on the staff, or in any other way connected with the hospital, has ever prescribed a diet for a patient, whether the patient was receiving dietetic treatment or for any other reason being served a special diet. If we had not discussed the patient's condition, they would send instructions to my office to serve a diet low in nitrogen, or high in iron, or some such general terms, but never a specific order. My experience in Chicago hospitals was the same. Charts were always kept in my department for every patient thus treated, tabulating what was prescribed, what was eaten, and what was refused, if any, for each meal served. The number of calories yielded as well as the number of grams of each food element was recorded. If the laboratory findings were not what we thought they should be we could refer to our chart and tell whether or not the difficulty was caused by diet.

On the other hand it is to the dietitian's advantage to get all the information possible from the physician. She should take time to attend clinics and lectures if they are in any way relative to the work, see X-ray examinations and in other ways let no opportunity pass to learn the things not included in her college course.

When the country becomes normal again there will probably be a continuance of the movement begun a few years ago to establish metabolism wards in our institutions. So far as I know those already established are, with few exceptions, in charge of nurses when they should be under the care of the dietitian. If dietitians meet the present crisis as they should this matter will adjust itself.

Last winter a questionnaire was sent from my department to 100 hospitals; much to my surprise I learned that more than 60 per cent of these hospitals had a trained woman in charge of their main kitchens. Though this questionnaire was sent to a special class of hospitals and not for the purpose of getting this information, it is of interest to know that this plan is becoming so general. Probably, however, the per cent of hospitals taken as a whole which have this plan would not be anything like this figure.

It is useless to dwell upon the importance of tact, judgment, self-control, ability to meet emergencies, and the numerous other characteristics

which one must possess if one is to supervise the work of the main kitchen in a hospital. The people whom we must employ in our kitchens today tax the patience and ingenuity of a superwoman; the markets and deliveries are no less a trial. Because of this the need arises for mechanical devices to do all the work possible. In the selection of this equipment to save man power one must be more than usually alert to the construction. Those in the kitchens are apt to be irresponsible and incompetent either to control or to care for machinery. We must, so far as possible, consider how long a time will be required to replace any part of the machine which may get out of order, whether or not it can be supplied by a local dealer; if it is so complicated that much time will be required to teach an employee how to use it or to care for it and whether or not it may be easily kept clean.

A number of hospitals are introducing cafeteria service for their employees, or nurses, or both, as one solution for shortage of labor. This calls for knowledge of other things which previously was not considered a part of the dietitian's business.

Since hospitals are asking more of their dietitians they will naturally expect to give more. One thing that is very important is the offering of training to student dietitians. This training may not be essential to every one who goes into hospital work but it certainly is an advantage to any one to have this experience in a good hospital before assuming the management of a department. Hospital life is so different from the life and experience of the average woman that this period in which she gets an insight into hospital technique and requirements without having the responsibility is very valuable. In the past, few hospitals have had trained women in their kitchens and very few indeed have had any sort of system. When a woman is engaged for this work it is very apt to be for the purpose of establishing a system. If she has had this training as a student dietitian she will have some foundation upon which to build even though conditions may differ greatly. Some dietitians have objected to giving this training to students, not caring to add this to their numerous other duties, but that feeling is not so prevalent as formerly and now the majority of dietitians are willing to do it.

The services of our dietitians in training camps have not been what we could wish in every instance. Perhaps the work is too new to expect it to be well organized and efficient. There is unquestionably a great uncultivated field for work there. As nearly as I can learn the menus

and general cooking are in the hands of men detailed to that duty; the extent of the dietitian's service depends entirely upon the mess sergeant.

One camp with which I happen to be familiar has seven dietitians, each working independently of the rest, and only one of the seven had any knowledge or experience with diets for special diseases before going into this work. What can a woman hope to do in this service where practically her whole duty is feeding the sick if she has had no previous training in diet in disease. Everyone concerned realizes the difficulties of the present arrangement, and plans are now being considered, I understand, for remedying the matter, at least to some extent. There is need now, and the need will increase, for women with knowledge of food composition and food values, and ability to adapt that knowledge to the treatment of disease. Possibly at no time will she be privileged to select from the markets; so she must be able to utilize the materials at hand to the best advantage.

Other opportunities for the dietitian to serve at home are offered by commercial interests. Many large manufacturing firms and department stores are wanting women of training to feed their employees. They realize the value of having employees well nourished. This applies not only to the serving of proper food in their lunch rooms, but it also includes giving aid to those employees who have some abnormal condition of the digestive organs, just as the firm's nurse gives her services.

Does not this sound as if there were sufficient need for the dietitian's services at home? I do not mean to discourage any one who feels that she must go overseas—provided she has the physical, moral, and mental strength to meet the conditions there; but there is so much to be done at home, and really more opportunity for doing it, that we must some of us be willing to do the work which does not carry with it the halo.

SCHOOL LUNCH WORK IN OHIO

TREVA E. KAUFFMAN
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For a number of years considerable thought has been given to the teaching of home economics in the rural schools. There has been some little discussion of the work in writing, and some work actually accomplished. In the year 1914, the Department of Home Economics Extension of Ohio was asked by the State Superintendent of Public Instruction to visit and to give a week's instruction in home economics in every county normal school in the state. The superintendent was looking forward to the time when a law might be passed that every school in Ohio must have some work in home economics, as had been the case with agricultural work, hence his interest in preparing teachers to a limited extent. These county normal schools in Ohio, about fifty in number, give instruction to rural teachers for a period of one year. Since the time for giving the instruction in home economics was only one week, it was decided to give these students a general view of the subject, and to take up the food phase of the work in an intensive study.

After our first year's work with these students, the demand and opportunity presented itself for actually helping some of them start this work in their own schools. The plan evolved was to have these teachers present some food principles and facts to their pupils and make the application through the school lunch. This cold noon-day lunch of thousands of school children of the rural districts seemed to be the logical center around which to begin our study of foods.

As the department was not sure that the plan was workable, it was thought best to try it out. Four one-room rural schools were selected in two different counties. Two teachers, a man and a woman, were graduates of their county normal school, while the other two, also one man and one woman, had the minimum requirement of training in a state normal school. Each community was entirely different from the others. One school was located near a small village of about 100 people, both white and colored, another school in a progressive wealthy farming community, another in a very conservative community, having no interest in civic affairs whatsoever, the fourth in a somewhat mixed community, with some progressive farmers, and others belonging to a very conservative religious group.

A series of twenty food lessons was tried out by the writer in these four practice one-room schools in 1915–16. The plan used was to teach some food principles, correlating them with other studies in school, and making the application through the serving of one lunch dish to supplement the cold lunch from home.

From the results of our experiment, four phases of the work in Ohio have been developed, namely:

1. The teaching of home economics (foods) in connection with the school lunch in the small rural school of one or two rooms.
2. The teaching of food work in the larger rural school, that is centralized, consolidated, or village, in connection with the school lunch.
3. The use of the series of food lessons in the county normal schools to give these students teaching methods.
4. The use of our plans for the public schools in the city having a lunch room or desiring to start this work.

The Small Rural School. The plan used for this school was as follows: Only a small amount of equipment was necessary. A two burner stove (oil or gasoline), 1 large kettle, a 12 quart pail or stock pot, a dish pan, drain pan, spoons, measuring cup, knives, and other small utensils, made up the essentials. For three of these practice schools the University furnished this minimum of equipment which, however, was purchased by the pupils after the year's work. At the fourth school, interested parents furnished the equipment. A cupboard and a table were necessary and these were made by the boys of the schools from boxes, or the table was donated by a parent. The serving dishes, consisting of a plate, spoon, and cup for each child, were furnished by each pupil.

One objection made by some superintendents and parents was that it was not always possible to secure the equipment, and that there was not sufficient space for it. This was entirely overcome, as was shown by the work in the practice schools and many other schools. The equipment in a number of schools was donated by the parents of the pupils, or a social was given and the money received used for equipment. The amount of space required was so small that a corner in the back of the smallest school room was ample.

It has been stated in explaining the experiment, that the plan was to teach some food principles, correlating them with other studies in school, and making the application through the serving of one lunch dish to supplement the cold lunch from home. Each new lesson was

presented and demonstrated by the teacher, requiring from 30 to 40 minutes on one day of each week, with the assistance of a committee of three pupils. If the teacher desired to serve a lunch dish each day, it was prepared before school time, at recess, or at home. In each case, however, it was reheated at noon, and no school time was lost. This work was done by the members of the committee for the week.

Another objection made was that there was not time in the overcrowded school curriculum for the work. This objection was overcome in every case by correlating our work with other studies, such as geography, arithmetic, language, hygiene, drawing, and agriculture.

The supplies for the lunch dish in these small rural schools were donated by the pupils, the teacher taking care to divide the amounts necessary among all the pupils. In all schools where this work has been tried out, all pupils have donated their share of materials.

In order to encourage the further practice of food preparation, and to bring the interests of home and school closer together, a card record of various home duties performed by the pupils was kept by the teacher.

As a result of this experiment, our series of twenty food lessons was published. These lessons have been used by many schools of this type.

The Larger Rural School. In the larger rural school, the cold noon day lunch was more of a problem than in the small rural school. Here it was found that many children ride long distances in the early morning often without breakfast and remain in school the entire day with nothing but a cold lunch at noon. They return late in the evening, eat a heavy meal and go to bed. The plan of this school day was the reverse of what it should be, as a nutritious breakfast should be eaten, with a warm lunch at noon, and a light digestible supper at night. Neither the underfed nor overfed child could give his mind to study.

As a means of presenting the subject of home economics in this type of school, it seemed best for the present to use the school lunch, since, due to the lack of funds for buying equipment and paying a trained teacher, it would be many years before regular home economics work could be undertaken.

A minimum amount of equipment was used, usually donated by the community or by the Board of Education, or purchased from funds obtained from an entertainment. The equipment was placed in some available room, and a class of older girls, from the higher grades or high school, under the direction of one of the regular teachers, prepared and served the lunch. The teacher, of course, was directed by our plans.

The class purchased the supplies, planned, prepared, and served the food, washed the dishes, kept accounts, and calculated the cost per serving. All this constituted a valuable lesson in home economics.

This work was placed on the same basis as any other subject taught in school, and credit was given for it.

When a teacher was found who had some training in home economics more actual teaching of food principles and values was accomplished with this serving of the school lunch. If it was found (as in a few cases) that home economics had already been taught, then the class in foods had charge of the lunch and used their practice dishes for the lunch room. When there was an advanced class in foods, as in some cities, it was found most desirable to have them in charge of the work.

In these schools one of the two following plans was used: one or two hot dishes were prepared to supplement the cold lunch from home, or a sufficient number of dishes were prepared to supply the whole lunch. In this type of school the supplies were bought, and the lunch dish sold at cost.

The crowded conditions in many schools complicated the serving when there were several hundred students. In such cases, the younger pupils were served in their school rooms at their desk, by a committee of three, while the older pupils were served "cafeteria style." Where an extra room was available, lunch tables and chairs were provided. This proved to be a desirable arrangement. For use in these schools a 46-page bulletin has been published as a result of the experiment of the first year made by a number of schools.

There has been some discussion and questioning as to the educational value of a class spending all their practice time on the preparation and serving of lunch dishes. But from our experience, the conditions and type of the schools considered, this method has been educational to the school as a whole as well as to the girls, and has provided a nutritive lunch. In all the schools doing this work, the idea of presenting food principles or facts, and correlating them with other studies in school has been suggested in talks and plans and is definitely known to have been accomplished.

The County Normal School. The students in these schools besides receiving one week's instruction in home economics from our extension workers, have used our plans in several different ways. A number of them have made use of the lessons, following the plan of the small rural schools, the normal director requiring the students to present and

demonstrate the lessons. When a trained home economics teacher was director in the school where the normal school was located, she supervised the work, using the same plan. Through their practice teaching these students have gone out and presented lessons in the small rural schools, and prepared lunch dishes in the larger rural school.

The City Public School. The public school in the city, representing the fourth phase of the work, did not request help with its school lunch problem until this year. The requests have come from two different existing conditions: from schools having home economics and lunch room work, and desiring to correlate the two; and from schools having no home economics but wishing to start some work through the school lunch. So far the plans for the rural school have been used, as no new plan has been devised.

A great deal can be accomplished to further this work, since the Federal Government has placed Urban Home Demonstration Agents in most of our larger cities. Already both Urban and County Home Demonstration Agents in this state have started such a movement.

During the past year valuable instruction in food conservation has been given and good results have been accomplished through the serving of the school lunch. Schools serving lunches signed the Food Pledge Card, and displayed the Window Card and Food Conservation Posters.

The following table compares the results of the three years' work:

	YEAR		
	1915-16	1916-17	1917-18
Number of counties serving school lunches (Ohio has 88 counties)	19	47	64
Number of county superintendents interested	14	35	67
Number of small rural schools serving lunches	23	36	48
Number of larger rural schools serving lunches	20	31	53
Number of county normal schools reporting work accomplished	10	13	12
Number of city schools reporting assistance from our plans			10
Total number of schools serving school lunches	53	82	123

From the results of our work in this state for the past three years, it has been proved that the plan is workable, and its value to the school and community has been established. For the small rural school and even the larger school (unless given Federal aid through the Smith-Hughes Law), this is the only kind of home economics work, with the exception of Girls' Club work, that can be beneficially and successfully carried on.

TEACHING THE BUDGET TO CHILDREN

HELEN C. GOODSPEED

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The following material consists of two lesson plans and a dramatic exercise inspired by the folder "Learning How to Save" which was contributed by a group of home economics workers. The National War Savings Committee, United States Treasury Department, will send copies on application. The first lesson is on Children's Budgets and Personal Accounts, the second on the Household Budget and Household Accounts; the dramatic exercise also presents the household budget.

These plans may be suggestive to those teachers who have found the budget hard to present to the immature student. The subject matter in Lesson I is adapted to the seventh grade and that in Lesson I and II may be used in the eighth grade and in high school.

The dramatic exercise "Our Budget" which follows the lesson plans illustrates one way of popularizing the idea of the household budget and suggests possibilities of dramatization of household arts subjects. Both the lesson plans and the exercise have been used successfully.

Lesson I. Plan for Children's Budget and Personal Accounts

Teacher's Aim: To encourage personal and patriotic thrift by means of War Savings Stamps. To show how, even with a small allowance each week, some pennies may be saved.

Points to be taught	*Method of Presentation*
	Teacher tells:—I have in mind a little girl named Nancy Martin who receives 25 cents a week to spend. One day I asked her to tell me how she had spent her money for the week previous. She was unable to tell me. She knew she had bought some candy and gone to the movies, but aside from that she could not account for it.

Points to be taught	*Method of Presentation*
Why Nancy will not be able to handle money wisely when she grows up. 1. She is developing careless habits of handling money. 2. She is not developing the habit of saving.	Do you think that when Nancy grows up she will be able to spend money wisely? Supposing I asked a good business man to account for the money that he had handled during a week. Would he have any way of telling definitely for what his money had been spent?
Why the good business man knows for what he has spent money. 1. He keeps an account.	I told Nancy to keep an account for a week and at the end of the week she brought me her note book. As I took the book I said, "Well, Nancy, I hope you showed good judgment in spending." Nancy seemed to be ashamed of her items. Teacher writes on board.
Why Nancy was ashamed of items 1. All for herself. 2. All for something of no lasting value. 3. Nothing saved. 4. Not patriotic to eat so much candy.	Nancy's Account *Amount received* / *Amount spent* From parents — Mon., Candy $0.10 $0.25 — Wed., Game .10 Fri., Candy .05 Can you tell why Nancy was ashamed of these items? How could Nancy have changed those items so that she would not be ashamed of them the next week?
How Nancy might change the items so that she would not be ashamed of them. 1. School supplies..... .05 2. Self..... .10 3. Church..... .05	
What we call the young man who can but won't go to war. Slacker.	What is the young man called who is able to go to war but yet hangs back?
Pennies that could work for Uncle Sam, but don't. Slacker pennies.	Then what might we call pennies which we could lend for war work, but which we often do spend for extra self gratification?
How lend $.05 to Uncle Sam? Save it toward buying a Thrift Stamp.	Nancy has $.05 left. How can she lend that to Uncle Sam?
First step in house-building. Plan.	If you were thinking of building a house, how would you begin?

Points to be taught	*Method of presentation*
What you need before cutting a dress. Pattern. The spender of money needs 1. Plan for spending, or a Budget.	If you were going to make a dress, what would you do before you begin to cut it? What does anyone who handles money need before spending it? Teacher tells. Just as a plan for building is made before the construction work begins, so a plan for spending is made before one begins to spend. I am going to show you a plan that both you and Nancy could use. Teacher explains and illustrates with board.

Budget or money plan for week

I EXPECT TO RECEIVE		I EXPECT TO SAVE		I EXPECT TO SPEND	
On hand		For		For	
From earnings.....		W. S. S.....	$0.05	School.....	$0.05
From gifts.....		For.....		Self.....	.10
From parents.....	$0.25	For.....		Church.....	.05
Total.....	$0.25		$0.05		$0.20

Expense account

BALANCE ON HAND		AMOUNT RECEIVED	RECEIVED FROM PARENTS	AMOUNT SPENT	SPENT FOR	AMOUNT SAVED
Monday.....		$0.25				$0.05
Tuesday.....	$0.20			$0.05	Pad	
Wednesday.....	.15			.05	Red Cross	
Thursday.....	.10			.05	Candy	
Friday.....	.05					
Saturday.....	.05					
Sunday.....	.05			.05	Church	
Total.....	.00			$0.20		$0.05

Students are asked to copy the above forms to keep accounts for a week and report.

Lesson II. The Household Budget and Accounts

Teacher's Aim: To show the children how a household budget will help the family to buy W. S. S.

Points to be taught

How to live within our means—

1. Budget
2. Learning to spend wisely.

A budget is a plan for spending money.

Before making plan

1. Know how much you have to spend.
2. Know for what it must be spent.

Method of Presentation

How many made a budget and kept accounts last week?

Discussion of results follow.

Teacher tells:—Nancy Martin tried the budget and accounts for a week just as you did. One evening Mr. Martin was particularly disturbed at the size of the grocery bills. Mrs. Martin declared that she had no idea they were getting so enormous. Then Mr. Martin said, "Why don't you try Nancy's budget scheme, and then you'll know at the beginning just how much you can spend for groceries and we'll try to live within it." Mrs. Martin replied, "Well, I suppose I could keep accounts."

But supposing she had been keeping accounts. Would just that have reduced the size of those grocery bills? Would accounts alone help her to live within her means? What would?

What is a budget?

What is the first thing you must know before making a plan for spending? Second thing?

Mr. Martin told Mrs. Martin that they had exactly $1200 per year to cover all the living expenses of their family,—Mr. and Mrs. Martin and three children.

Points to be taught	*Method of Presentation*
Items in the Martin's living expenses—Food, Clothing, Rent or taxes, Amusement, Fuel (heat, light), Furnishings, Wages, Insurance and savings, Health, School, Church and charity, Carfare.	What are some of the things that a family like this will spend money for?
Items grouped—Food, Rent, Clothing, Running expenses, Sundries—including savings.	Let us group these items under five main heads.
Most expensive item—Food. Why?	Which item in this group requires the most money today? Why?
1. We are not only supplying our own country and our own soldiers with food but also have been sending to the Allies.	Teacher tells.
2. We have had to provide for food sunk in transportation. Hence food is scarce and high.	According to this division with an income of $1200 how much could the Martins spend for food each year? Per month? Per week?
Division of income before war.	Could a family of five be fed on $8.33 a week now? At what rate has the cost of food increased?
Food, $\frac{1}{3}$; Rent, $\frac{1}{5}$; Clothing, $\frac{1}{7}$; Running expenses, $\frac{1}{7}$; Sundries, $\frac{1}{5}$.	Teacher tells.
Money spent for food:	Have rents increased as much as food?
Per year $400.00	
Per month 33.00	
Per week 8.33	
Increase in cost of food—Almost doubled.	
Rents have increased but may still be considered $\frac{1}{5}$.	
To increase food allowance deduct from: Clothing; Sundries.	If the Martins are now spending about one-half of their income for food instead of one-third as formerly from which of these groups should they plan to take the extra money?
Result of survey made in a public school in New York City.	Teacher tells.
Present division of $1200 income	
Food ..... $40 per month	
Clothing ..... $20 per month	
Rent ..... $20 per month	
Sundries ..... $10 per month	
Running expenses ..... $10 per month	

Points to be taught	*Method of Presentation*
How cut down on clothing 1. It is bad taste to be extravagant in clothing. Use standard styles. Wear simple clothes. 2. More clothes may be made at home. Old clothes may be made over. 3. More attention to repair and daily care of clothes. Items which must be guarded—Savings. How saving for themselves will help Uncle Sam.—Buy War Saving Stamps. Why it is easy to save by means of W. S. S. 1. They can save in small amounts. 2. It is convenient to get the stamps. 3. Even the children can save for thrift stamps. 4. They will get back more than they put in.	What will help the Martins to cut down on clothing? Similarly discuss economy in housekeeping items like fuel, wages, personal gratifications, etc. If the Martins are looking forward to educating their children, which items especially will they need to guard? How can the Martins save for their own future and at the same time help Uncle Sam? How do W. S. S. make it easy for the Martins to save? Teacher explains the system of W. S. S. Now I will show the chart that Mrs. Martin is using for her household expenses. Teacher outlines on board a form to be used for the household budget and accounts. The students are urged to copy these charts and explain them to their parents and report.

Household Accounts

Week beginning..... Name.....	
On hand at beginning of week.....	$.....
Received.....	.....
.....	.....
.....	.....
Total.....	.....
Budget planned:	
For food.....	.....
Rent.....	.....
Clothing.....	.....
Running Expenses.....	.....
Sundries and Savings	.....
Total.....	.....

How money was spent

FIRST DAY		SECOND DAY		THIRD DAY	
Article	Cost	Article	Cost	Article	Cost

FOURTH DAY		FIFTH DAY		SIXTH DAY		SEVENTH DAY	
Article	Cost	Article	Cost	Article	Cost	Article	Cost

WEEKLY FOOD EXPENSES		TOTAL WEEKLY EXPENSES	
For—	Amount	For—	Amount
Bread, cereals	$.....	Food	$.....
Meat, fish, eggs	.....	Rent	.....
Milk, cheese	.....	Running expenses	.....
Fruit, vegetables	.....	Clothing	.....
Butter, butterine	.....	Sundries	.....
Sugar, sirup, etc	.....	War Savings Stamps	.....
Cocoa, tea, coffee	.....		
Other foods	.....		

Summary

	Amount		Amount
Money on hand at beginning of week	$.....	W. S. S. Record.	
Total received during week	.....	Owned, beginning of week	$.....
Total money for use	.....	Bought during week	.....
Total money spent	.....	Owned, at end of week	.....
Balance on hand for next week	.....		

Dramatic Exercise—"Our Budget"

The exercise requires 11 girls. One girl represents the income ("$100 per month") and recites the first and last verses. Each of the remaining ten girls represents a ten dollar bill. Four girls represent the expenditure for food; two girls clothes; two girls rent; one represents running expenses and one sundries.

One girl in each group recites the appropriate verse and carries the poster, which indicates the amount which must be set aside for that item. The back of the posters may be decorated with flags, and the girls who do not carry posters may carry flags. When the income girl says "Uncle Sam" in her last speech, posters may be turned about and flags flourished for emphasis on the patriotic lesson involved.

The income figure and the amounts set aside for the different items may be changed to suit any community.

Income: $100 per month

For a family of five
I'm the average income,
In these hard times
That's a very small sum,
So I must be divided
To the very last cent,
Among food, clothing, running expenses,
Sundries, and rent.

Each one of the girls,
Whom soon you shall see,
Represents ten dollars
Or one-tenth of me.

$40

Now put us aside,
For food we must go,
I know it is high
The war makes it so.

$20

For clothes, two tens
Is all we can spare,
That means we must clean,
And press, and repair.

$20

We're the two tens
That are needed
To pay for the rent,
Think of us when you plan
How your money must be spent.

$10

For running expenses
Like heat and light,
One ten must be allowed
To come out right.

$10

I am for sundries,
Such as carfare and recreation
Also War Savings Stamps,
Buy more and help the nation.

Income: $100 per month

When you figure and plan,
And sacrifice and divide
Into these four items,
And savings beside,
You are lined up with Uncle Sam,
You have helped to win the war.
Now won't you make a budget,
If you never have before?

JELLY MAKING WITH SUGAR SAVERS

LUCILE WHEELER ADAMS AND ETHEL LOFLIN

Experimental Kitchen, United States Food Administration

The scarcity of sugar was felt most keenly at the very time when the housekeeper needed it for canning and preserving the ripening fruits. Sugar savers were sought to supplement the small allowance of sugar. Canning without sugar and drying were possible, but for the jams, butters, and jellies, sugar was wanted. The various sweeteners such as honey, cane sirup, glucose, corn sirup, sorghum lent themselves to preserves of all kinds without much questioning on the part of the housekeeper while successful results in jelly making were more uncertain. Although jelly making is not generally considered an economical method of saving fruit and sugar since it uses only the juice of the fruit and larger proportions of sweetener than the other fruit preparations, it may be of interest to give some of the results obtained in experiments with various sweetening agents. They may be of help to those making small amounts of jelly with one extraction of juice and using the fruit pulp in butters or jams. The work is not considered complete but is offered only as a suggestion to those not having time to try the various substitutes[1] themselves and to others for comparison with results obtained in their laboratories.

EXPERIMENTAL WORK

The experiments were with apple juice which was taken as a basis for the work. The same variety of apples and the same concentration of juice were used throughout the work. All materials were weighed.

Method of extractions. Hard green apples were used. They were washed and sliced. One and one-half pints of water were added to each quart of apple and the fruit cooked until it was soft, then strained through a jelly bag. One quart of fruit gave a yield of about one pint of juice.

I. A series of experiments was carried out to show the yield of jelly when varying amounts of sugar were used, also to show variations in texture and determine what basis should be used when substituting other sweeteners for sugar.

[1] Although the sugar shortage is over for the present it is quite possible that later we may need to return to the use of these substitutes to some extent.—EDITOR.

Sugar used with one cup of juice

NUMBER	SUGAR		TEMPERATURE	APPROXIMATE YIELD	REMARKS
	cups	*grams*	*deg. C.*	*cc.*	
1			101	30	Thick. Sirup rather than jelly
2	¼	50	102	85	Dark, tough and rather leathery. Ratio sugar to yield 1.7
3	½	100	102	135	Much better texture and color lighter. Ratio sugar to yield 1.35
4	¾	150	102	205	Color lighter and very tender. Ratio sugar to yield 1.36
5	1	200	102	280	Color about the same as for No. 4—very tender. Ratio sugar to yield 1.4

The results merely confirmed facts already known, namely, that increasing the sugar increases the yield, and up to a certain point improves the texture and color of the jelly. The increase in sugar was not carried to the point of affecting the jellying properties to the extent that a sirupy product resulted.

The basis, 1 cup of sugar to 1 cup of juice, was considered to give too sweet a product for either normal or wartimes, ¾ cup of sugar was probably the best from all standpoints of yield, texture, flavor, and economy, while the ½ cup of sugar basis was advocated for all instances where the saving of the greatest amount of fruit was desired and the scarcity of sugar was a strongly felt factor.

The sugar savers, sorghum, honey, corn sirup, and commercial glucose are much heavier than the same measure of sugar. In substituting for sugar it seemed best to substitute on the basis of total solids contained in the sweetener rather than substitute the amount necessary to give equivalent sweetness. This keeps the ratio between juice and added solids more nearly equal to the ratio between juice and sugar. It also is desired as meaning greater economy. If the substitution is done on this basis, the sugar is replaced by only a slightly greater weight of sirup whereas if one cup of sugar, approximately 8 ounces, is replaced by the amount of corn sirup, for example, required to give equivalent sweetness it means using 18 ounces or more. In estimating the measure of sugar saver to use, it is found 0.75 cup glucose, 0.78 cup corn sirup, 0.79 cup honey, 0.85 cup sorghum contain total solids equivalent to one cup of sugar. With the exception of sorghum this is approximately ¾ cup of the material. This is the measure used in all of the experiments. Honey substituted on this basis gives a product equivalent to a sugar product in sweetness while corn sirup and glucose gives one less sweet.

If it is desired to replace 1 cup of sugar (200 grams) by commercial glucose, 250 grams or $\frac{3}{4}$ cup is used.

If $\frac{1}{2}$ cup of sugar (100 grams) is used to 1 cup of juice and 50 per cent substitution is made, 50 grams of sugar and 62.5 grams of glucose ($\frac{1}{4}$ of 250) are used.

If 75 per cent substitution is made, 25 grams of sugar and 94 grams of glucose ($\frac{3}{8}$ of 250) are used.

If 100 per cent substitution is made 125 grams of glucose ($\frac{1}{2}$ of 250) are used.

Sugar-saver equivalent of 1 cup of sugar

MATERIAL	PER CENT WATER	WEIGHT OF ONE CUP	SOLIDS IN ONE CUP	EQUIVALENT OF ONE CUP OF SUGAR	
				Grams	Cups
Sorghum	30*	335	234	285	0.85
Honey	25*	337	252	266	0.79
Cornsirup	22.†	332	259	258	0.78
Glucose	19.5†	332	265	250‡	0.75§
Cornsugar		200	200	200	1.00
Sugar		200	200	200	

* Maximum water content allowed in "Standard of Purity of Food Products," Circular No. 19.

† Figures obtained from analyses.

‡ $\frac{\text{Weight of 1 cup of sugar}}{\text{Weight of solids in 1 cup of sugar saver}} = \frac{200}{265} = 0.75.$

§ $332 \times 0.75+ = 250.$

II. Glucose was substituted for sugar in amounts ranging from 50 per cent to 100 per cent on three pre-war bases: (a) $\frac{1}{2}$ cup sugar to 1 cup of juice, (b) $\frac{3}{4}$ cup sugar to 1 cup of juice, (c) 1 cup sugar to 1 cup of juice.

Glucose used as substitute

AMOUNT OF SUBSTITUTE	SUGAR		SUGAR SAVER			TEMPERATURE	REMARKS
(a) Basis $\frac{1}{2}$ cup sugar to 1 cup juice							
per cent	*grams*	*cups*		*grams*	*cups*	*deg. C.*	
50	50	$\frac{1}{4}$	Glucose	62.5	$\frac{1}{3}$	102	Good,—not so tender as jellies with more sweetening
75	25	$\frac{1}{8}$	Glucose	94.0	$\frac{1}{4}-$	102	Good,—not so sweet as above but very acceptable
100			Glucose	125.0	$\frac{1}{2}$	102	Good texture but a little more firm than above,—not sweet enough

(b) Basis ¾ cup sugar to 1 cup juice

50	75	⅜	Glucose	94.0	¼–	102	Good,—sweet enough, quivers,—stiff enough
75	38	⅛	Glucose	130.5	⅜	102	Sweet, less than one above. Tender, darker than above,—too stiff
100			Glucose	187.5	⅜	102	Not sweet enough and slightly tough

(c) Basis 1 cup sugar to 1 cup juice

50	100	½	Glucose	125.0	⅜	102	Not stiff enough,—too sweet,—does not hold shape. Lighter color,—better than ¾ cup.
75	50	¼	Glucose	187.5	⅜	102	Quivers beautifully,—color just about the same. Too sweet
100			Glucose	250.0	¾	102	Quivers, but stiffer. Color slightly darker than above. Too sweet

III. Honey was substituted for sugar as in the preceding experiment with glucose.

Honey used as substitute

AMOUNT OF SUBSTITUTE	SUGAR		SUGAR SAVER			TEMPERATURE	REMARKS
(a) Basis ½ cup sugar to 1 cup juice							
per cent	*grams*	*cups*		*grams*	*cups*	*deg. C.*	
50	50	¼	Honey	62.5	⅛	103	Good,—very slight honey flavor. Texture good
75	25	⅛	Honey	94.0	¼–	103	Honey more pronounced,—very sweet
100			Honey	125.0	⅜	104	Honey strong. Texture better than 100 per cent glucose. Sweet enough
(b) Basis ¾ cup sugar to 1 cup juice							
50	75	⅜	Honey	94.0	¼–	104	Stiff at 104°. Darker than glucose in color,—cuts well, and holds its faces,—flavor slight of honey,—not noticeable
75	38	⅛	Honey	130.5	⅜	104	Jelly rather firm. Darker and flavor of honey stronger. Sweet enough
100			Honey	187.5	⅜		Honey strong. Color darker, and texture firm

(c) Basis 1 cup sugar to 1 cup juice

50	100	½	Honey	125.0	⅝	104	Honey noticeable,—too sweet,—more tender, nice and quivery
75	50	¼	Honey	187.5	⅞	104	Quiver good,—very strong of honey—color about same, too stiff (?), too sweet
100			Honey	250.0	1¼	104	Color darker and texture more firm, honey flavor strong. Too sweet

IV. Since it is sugar which must be used sparingly and not fruit, it is probably preferable to secure a less sweet jelly having more of the fruit flavor. It was also thought that more often the error lies in the addition of too much sugar to fruit juice, because the fruit juice is less concentrated as used by many housekeepers.

For this reason, when sorghum and corn sugar were used, the entire series of experiments was not repeated and the substitution was done on the basis of ½ cup of sugar to 1 cup of juice.

Sorghum used as substitute

Basis ½ cup sugar to 1 cup juice

AMOUNT OF SUBSTITUTE	SUGAR		SUGAR SAVER			TEMPERATURE	REMARKS
per cent	*grams*	*cups*		*grams*	*cups*	*deg. C.*	
25	75	⅜	Sorghum	31.0	1/10	103	Good,—no flavor of sorghum
50	50	¼	Sorghum	62.5	⅕	103	Flavor of sorghum not distinguished. Texture slightly tough
75	25	⅛	Sorghum	94.0	¼—	104	Color much darker,—flavor not objectionable but fruit flavor concealed
100			Sorghum	125.0	⅜	104	Much darker, slightly tougher, flavor of fruit concealed, but one would hardly recognize presence of sorghum. The jelly point rises with the increase in sorghum

Individuals tasting the jelly made with sorghum alone could not tell what caused the flavor, that is, the sorghum flavor was not pronounced while the delicate flavor of the apple was masked. It was called by some —a "commercial jelly" because it was as nondescript as many of those on the market. This would vary, of course, with fruits of more pronounced flavor.

Probably with sorghum only 50 per cent substitution should be advocated for jelly making.

V. Corn sugar. Corn sugar was substituted for sugar on the basis of weight for weight.

Corn sugar used as substitute

Basis ½ cup sugar to 1 cup juice

AMOUNT OF SUBSTITUTE	SUGAR		SUGAR SAVER			TEMPERATURE	REMARKS
per cent	*grams*	*cups*		*grams*	*cups*	*deg. C.*	
50	50	¼	Corn sugar	50.0	¼	104	Color darker, but flavor and texture good
75	25	⅛	Corn sugar	75.0	⅜	104	Color still darker but no noticeable flavor due to corn sugar
100			Corn sugar	100.0	½	104	Color darker. Bitter objectionable flavor

VI. Grape jelly, replacing 50 per cent of the sugar by some other sweetener

(1) Basis ½ cup sugar to 1 cup juice

AMOUNT OF SUBSTITUTE	SUGAR		SUGAR SAVER			TEMPERATURE	REMARKS
per cent	*grams*	*cups*		*grams*	*cups*	*deg. C.*	
	100	½				103	Good—very strong of grape, texture very tender. Very dark
50	50	¼	Honey	62.5	⅛	103	Very good texture—color very dark—slight flavor of honey
50	50	¼	Glucose	62.5	⅛	102	Good—clearer than with honey or sorghum—about the same as all sugar but not so sweet
50	50	¼	Sorghum	62.5	⅛	103	Very good—no taste of sorghum —color darker

Grape and apple jelly, replacing 50 per cent of the sugar by some other sweetener

(1) Basis ½ cup sugar to 1 cup juice (½ apple, ½ grape)

50	50	¼	Honey	62.5	⅛	103	Very good, tender, color better, and held shape better than all grape
50	50	¼	Glucose	62.5	⅛	102	Very good,—about the same as above but not quite so sweet
50	50	¼	Sorghum	62.5	⅛	103	Good,—no apparent change due to sorghum,—no strong flavor. Texture good

VII. Cranberry and apple jelly

Basis 50 per cent substitution with various proportions of sugar to juice

PROPORTIONS OF SUGAR TO JUICE	SUGAR		CORNSIRUP		TEMPERATURE	REMARKS
	grams	*cups*	*grams*	*cups*	*deg. C.*	
½: 1	50	¼	625	1½	103	Jelly fairly firm, retains shape. Color good, flavor good
¾: 1	75	⅜	94	½	103	Not quite firm enough for high mold. Color good. Flavor better than other
1: 1	100	½	125	⅔	103	Too soft to hold. After longer standing would have been firm enough. Too sweet. Color good. Probably higher temperature better

RESULTS

I. Honey, glucose, light corn sirup and dark corn sirup,, sorghum, or corn sugar may be used in jelly to replace part or all of the sugar. A statement often made that long boiling of cane sugar with fruit juice brings about inversion of the sugar and interferes with the texture of the product has had too much stress put upon it, since the use of 100 per cent glucose and 100 per cent honey as sweetening agents (meaning the addition of large amounts of simple sugars) has not prevented a satisfacory jelly being obtained.

II. As the proportion of sweetener increases the yield is increased and the jelly becomes more tender.

III. Where all of the sugar is replaced by other sweeteners, the product is darker in color and the texture is slightly less tender. The yield varies with the different fruits but is always equal to or greater than for sugar.

IV. The jelling point of the various sweeteners varies, glucose having the lowest jelling point and honey the highest.

V. Glucose and corn sirup change the flavor of the fruit little or none; 50 per cent honey is just barely perceptible and combines well with most fruit flavors. More than 50 per cent gives a distinct honey flavor (which is acceptable and desired by many people). The other sweeteners modify the fruit flavor very slightly and in combining with a strong flavored fruit are not noticed.

VI. The sweetening power of the various sirups varies, glucose and corn sirup having the least and honey the greatest. However, all of them produce a very acceptable jelly.

VII. The substitution which is recommended for the majority of cases is 50 per cent, although with apple juice of rather high sugar content 75 per cent is satisfactory. Fifty per cent substitution gives a sweet product of good texture and color without the characteristic flavor of the sweetener being pronounced or objectionable.

THE FOOD OF PRISONERS OF WAR

When a soldier of the United States Army is reported "missing in action," it may mean anything—that he was killed; that he was severely wounded; that identification was for the time impossible; or that he was taken prisoner.

As soon as a man in reported missing the Bureau of Communication of the American Red Cross starts an inquiry, through the International Red Cross in Geneva, to locate him, and, if he is alive, establishes communication between him and his people. If the man is a prisoner of war in a German stockade, all activities pertaining to him are carried on through the Bureau of Prisoners' Relief that is closely allied with the Bureau of Communication. Together they are bringing much consolation to prisoners and their families and friends alike.

The Bureau of Prisoners' Relief concerns itself with supplying American prisoners with food and clothing, with the forwarding of money and mail to the prisoners, and correspondence with families of prisoners. As soon as the prisoner is located the American Red Cross begins its service to him. Lists of American prisoners in Germany are eventually given out by the German government and these are sent by the Spanish Ambassador in Berlin to the American Minister in Berne, but the International Red Cross is generally able, with the assistance of the German Red Cross, to secure the names some days, and often weeks, in advance of the official lists, and the various belligerent governments accept these Red Cross lists as official. The Germans often permit prisoners to send cards to their families announcing that they have been captured. When the prisoners reach permanent camps the Prisoners' Help Committee, composed of American prisoners, is permitted to send a postal card to the American Red Cross in Berne so that the regular food sup-

plies may be sent without delay. Just as soon as names reach either the International Red Cross at Geneva, or the American Red Cross at Berne, or the British Red Cross in London (as sometimes happens when Americans have been serving with English or Canadian troops), they are cabled to the American Red Cross in Washington.

The Bureau of Communication then transmits the names officially to the State, and the War or Navy Departments, notifies families by telegraph, and follows this telegram with a letter, giving whatever further information may be known, such as the name of the prison camp and the condition of the man. It also explains in a few words the purpose of the Bureau of Prisoners' Relief, and directs that all further communication be sent to that Bureau.

In Berne, Switzerland, the American Red Cross maintains a warehouse stocked with food and clothing for American prisoners by the American Red Cross and by the Quartermaster General's Department of the United States Army and Navy. Another warehouse is maintained at Rennes and a reserve warehouse in Copenhagen. In the Berne warehouse, alone, at the present time there is sufficient food, clothing, and comforts to supply 10,000 American War prisoners for a period of six months.

Every week a twenty pound parcel of food is sent to each American prisoner in a German camp. The War Department supplies new uniforms and necessary clothing for the soldiers, but, in the case of officers it has not been able to do so and in order to supply the need, the American Red Cross purchased a tailor shop in Paris and is sending new uniforms to the imprisoned American officers at the rate of twelve a week.

Each 20-pound parcel contains about the articles of food given below, with some variation from week to week, while extras, such as hard candy, eating chocolate, and so on, are added from time to time. During the four weeks there is sent: corned beef, 8 pounds; roast beef, 6 pounds; salmon, 6 pounds; corned beef hash, 8 pounds; pork and beans, 12 tins; dried beans, 2 pounds; corn, 4 pounds; peas, 4 pounds; tomatoes, 4 pounds; hard bread, 20 pounds; rice, 2 pounds; evaporated milk, 1 quart; butter, 1 pound; sugar, granulated, 4 pounds; coffee, 2 pounds; cocoa, ½ pound; jam, 2 pounds; prunes, 2 pounds; raisins or figs, 1 pound; table salt, 1 pound; pepper, ¼ pound; vinegar, 1 pint; chocolate or candy, 1 pound; soap, 2 bars; cigarettes (or equivalent in tobacco) 400.

Tobacco is sent all prisoners, and luxuries such as jam, chocolate, hard candy and chewing gum, as well as soap, razors, toilet articles,

towels, tooth paste, and other necessities. Magazines and other periodicals, published prior to America's entrance into the war, are also supplied, but newspapers are barred as well as current literature. These parcels, with the exception of a negligible percentage, are acknowledged by the prisoners, a self addressed card for this purpose being enclosed with each food parcel. With the first parcel sent, the prisoner is asked, in addition to sending the receipt card, to report the size of his shoes, hat, coat, trousers, shirts, gloves, underwear, pajamas, so that he can be supplied with clothing that will fit him. If any signature acknowledging the receipt of the parcels looks suspicious, the original card is immediately sent to the Bureau of Prisoners' Relief at the Headquarters in Washington to be identified by the soldier's relatives or friends. Frequent tests of signatures, however, show that the shipments are reaching their destinations and that the prisoners are enjoying the contents.

A special ration approved by the Secretary of War is sent to the sick and invalid prisoners. This includes: Potted chicken, 2 ounces, with alternates of potted veal or beef, dried beef, beef tongue, canned salmon, dried eggs, or American cheese. Potatoes, dehydrated, $1\frac{1}{2}$ ounces, or rice, macaroni, or hominy grits. Crackers, 8 ounces, or zwiebach. Oleomargarine, 1 ounce, or nut margarine or peanut butter. Soup, compressed, $1\frac{1}{8}$ ounces. Spinach, dehydrated, $\frac{1}{2}$ ounce, or tomato. Oatmeal, $\frac{4}{5}$ ounce, or farina or barley. Sugar, 2 ounces, or in place of not more than half of it, corn syrup or honey. Milk powder, 2 ounces, or fresh milk or malted milk powder. Prepared cornstarch pudding, $\frac{4}{5}$ ounce, or tapioca or sago pudding or gelatine preparations. Dried apples, 1 ounce, or apricots, prunes, peaches, figs, dates, or fresh fruit, or jam and marmalade. Chocolate, sweet, 1 ounce, or cocoa. Beef extract or bouillon cubes, $\frac{1}{5}$ ounce. Coffee (soluble) $\frac{2}{5}$ ounce, or tea. Bran, $\frac{3}{10}$ ounce, or agar agar. Salt, $\frac{7}{10}$ ounce. Pepper, $\frac{4}{100}$ ounce. (The amounts given are for the daily supply. The amounts of the alternates are somewhat different in several cases, but calculated to give the same food value.)

All the food and clothing,—everything, in fact, that is given to the Americans in German prison camps is purchased in the United States and shipped overseas.

FOR THE HOMEMAKER

THE PRESENT FOOD SITUATION

Extracts from Mr. Hoover's Address to the Federal State Food Administrators, November 12, 1918

We have now to consider a new world situation in food. We have to frankly survey Europe, a Europe of which a large part is either in ruins or in social conflagration; a Europe with degenerated soils and depleted herds; a Europe with the whole of its population on rations or varying degrees of privation and large numbers who have been under the German heel actually starving. We have also to survey the situation in the exporting nations of the world, to see what can be done to redeem this mass of humanity back to health and to social order. Within thirty or sixty days the world should begin to release cargo ships from military duty and to send them further afield for food, and before the next harvest arrives the entire world's food supply should be accessible. On the other hand, the cessation of hostilities will create an enormously increased demand for food. We have computed the export countries' supplies on the basis of the avoidance of waste and we have assumed for the importing countries stringent war consumptions with additions such as we consider will preserve health and order. In these circumstances we make the world's balance sheet in the different great groups of commodities approximately as follows until next harvest. It must be remembered that all such calculations are based upon assumptions as to transportation, production, and consumption which may be subject to great disturbance and distortion during the reconstruction period, but for the present we can accept these conclusions.

Wheat and Rye: Sufficient supplies with economy in consumption.

High Protein Feeds (for dairy animals): A shortage of about 3,000,000 tons.

Other Feeds: Sufficient supplies with economy in consumption.

Beans, Pease and Rice: Sufficient supplies with economy in consumption.

Pork Products, Dairy Products, Vegetable Oils: A shortage of about three billion pounds.

Beef: Sufficient supplies to load all refrigerating ships' capacity.

Sugar: Sufficient supplies for our normal consumption if other nations retain their present short rations. A shortage if they increase their rations.

Coffee: A surplus.

Of all these foods, except possibly protein feeds, we have a sufficiency for our own people and in many of them, large surpluses. Of the world total we are estimating that North America will furnish rather more than 60 per cent and that the United States, including the West Indies, will need to supply about 20,000,000 tons of food of all kinds for export against our pre-European war exports of say 6,000,000 tons.

It can be done. Even in Belgium where the supplies of the Relief Commission have been the only resource, the health of the population has been maintained; the death rate shows it. We have larger resources, a more varied diet; it will not be necessary for us to depend on a daily dole of stinted rations. But it is necessary to make every ounce of food count, every morsel contribute its last bit of nourishment.

The shipment cannot be made by shifting from one food to the other. All food must be saved. The surplus cannot be created by eating corn instead of wheat; the corn also is needed—we cannot dip very much into the supply of feed for animals, because it is in the same boat with bread grains.

Relying on food supplies out of the ordinary will help some, but it will not solve the problem. Rabbit stew, eggs, oysters, nuts and raisins, used instead of meat, somewhat increase the general stock, and so far the substitution is all to the good. But that will not accomplish the main purpose.

Calculations show that 95 per cent of our sustenance is from staples. We cannot make up the enormous deficit in staples from the fringe of food stuffs. The main reliance is always on staples and the main saving must be made in staples.

There is one policy which cannot change, and that is the vital necessity to simple living, to economy in all consumption, for commodities more or less substitute for each other. We must realize that the spectre of famine abroad now haunts the abundance of our table at home.

HOME GROWN FOODS

The Food Administration asked that every dish served in American hotels, restaurants, clubs and other public eating places on Thanksgiving Day be made from home-grown products. This is a plan that should be followed as far as possible, not only in public eating places but in the home, not only for Thanksgiving but for Christmas, and for every day between. Even though the heavy demands of war upon our transportation have lessened, there is still need for enormous shipments of food and other materials, if we are to fulfill our obligations to the world. This is one case where to be locally minded is to be internationally minded.

WHEAT BREAD AND THE WORLD'S FOOD

When Germany laid down her arms, the Inter-Allied Food Council in London was discussing the possibility of diminishing by January 1 the percentage of substitutes used in wheat bread in all Allied countries, because of the new situation created by the signing of the Austrian armistice, and the consequent greater safety of the Mediterranean Sea routes, with the increased accessibility of the Indian and Australian wheat supplies.

All regulations requiring the use of wheat substitutes in baking are now suspended and the white loaf may return to its own. But let there be no misunderstanding. This does not mean that bread may be used freely. The greatest economy must still be exercised. It does mean that Indian, Australian, and Argentine wheat are available for Europe, and that the "substitutes" we have been using and exporting are badly needed for dairy feeds both here and abroad. By using wheat in place of these we also set free for animal food more of the bran and other wheat "offals" that furnish necessary "high protein" feed of which there is a great shortage.

In withdrawing the substitute regulations, the Food Administration emphasizes the necessity for continued conservation of all staple foods. This country will be called upon in the coming year to send at least

20,000,000 tons of foodstuffs to Europe—practically the limit of loading capacity at our ports.

At the end of October we were told that "the sternest task yet set for the people of the United States is the shipment, this crop year, of 17½ millon tons of food. That means saving—saving hard, saving every day and every meal the year around. It means scientific saving in each household, that it may be done without impairing the health or strength of our people—and all from the stock of food now in hand.

Now we are asked to add to this an additional 2½ million tons.

FOOD IN FRANCE DURING THE LAST DAYS OF THE WAR

Dr. Vernon Kellogg who has been in France for the Food Administration writes, "I have now been in France three weeks, eating in restaurants and hotels of all grades, and I have had butter on the table once, and a total of six lumps of sugar. Saccharine is universally used in coffee and tea. The small sugar ration is chiefly reserved for cooking."

Food conditions outside the area under military control, which after all is a very small part of France, are very bad. The civilian population must pay the same prices for food as the soldiers, or they must go without. In the industrial centers where almost everyone has been engaged in war work, and has received high wages, they can keep up with the high cost of living, but in the smaller town and all through the country districts the people fare very badly indeed.

They can no longer afford butter or cheese; and meat is now beyond their highest aspirations. Even potatoes, upon which they could depend in the past, are so high in price, owing to the bad crop this year, that many people cannot buy them at all.

Practically the only food which everybody can afford is bread, for the price of bread has been kept low by a Government subsidy. Bread, however, is rationed, and the ration is far from sufficient to make up for the lack of other foods. Moreover, the fact that bread is rationed, and that each person has a card entitling him to 10 ounces a day, does not

mean that when he presents his ticket at the door of the bakery, he is sure to receive 10 ounces. In many places last summer, the ticket brought in exchange only half the promised quantity—and in other places none at all.

A letter from a traveller through the more remote districts of France says, "I have just visited several villages in Auvergne, a mountainous district where transport is difficult. In one village there had been no bread for three weeks; people were eking out their meagre diet from fast failing supplies of potatoes. In another of these villages we found bread, but it was very black, had a distinct odor, and was almost impossible to swallow.

"They told me it was made of chestnut flour with some oats and barley and a little buckwheat added. That was what they had been living on for five weeks."

THE PRICE OF SUGAR

The household sugar ration and retail prices in various countries at the latest date available on November 1, 1918, show that the United States is much better off than any other country so far as the amount available is concerned, and that only in Germany is the price lower. Because Germany produces her own sugar crop, and has made strict regulations as to its disbursement, and has been able to use the residues in producing fat, she has kept the price to 7 or 8 cents a pound. Her ration has been 1.4 to 1.6 pounds. In Austria-Hungary, with a similar ration, the price is 21 to 54 cents. In Turkey it is $1.77 to $5.05 a pound.

The retail price in the United States averages 10.5 cents a pound, and at present there are 3 to 4 pounds a month available. England uses 2 pounds a month at a cost of 14.1 cents a pound; Canada has 2 pounds a month at 11.2 cents a pound; France has 1.1 pounds, and Italy 0.7 pounds a month, at a cost respectively of 18.4 to 19.3 and 19.9 to 35.4 cents a pound.

Norway and Holland have 2.2 pounds costing 13.3 and 12.9 cents a pound; Switzerland uses 1.1 pounds at a price of 15 cents; Argentina pays 16.2 cents, and Spain 21 to 26 cents a pound.

We have the largest supply in the world. This is not greediness, for we have throughout the war asked the Allies to supply themselves first and we would do with the remainder. They have sacrificed sugar to provide ships for other purposes. If Europe continues on present rations, the world supplies, enlarged by Java sugar now available are sufficient so that we can continue our present consumption. If Europe raises its ration very considerably, there will be a shortage.

THE CHICAGO FOOD CONSERVATION BUREAU

MRS. CHARLES A. MUNROE

The kitchen is the housewife's trench!! If every woman could have realized the importance of intelligent food conservation and the fact that the foods the government asked us to use could be made most palatable if properly prepared—how great her share in the winning of the war! and in the adjustments for peace!

Yet the scientific planning of meals from the dietetic standpoint is probably the least interesting subject in the world to the average woman.

It is trying enough to have to plan three meals a day, day in and day out, year in and year out, without having to think of the proper balancing of meals, making one's family do without the food they have always been accustomed to use, and giving them in its place the poorly prepared substitutes they are constantly complaining about. Yet the time has come when we all have to become Kitchen Patriots and learn how to conserve intelligently and at the same time be properly nourished and comparatively comfortable in mind and body.

Realizing the urgent need for a great central kitchen and demonstration station where practical lectures and food demonstrations would teach the puzzled housewife how to conserve properly, a number of patriotic women, early in May of this year, united on a plan to accomplish this end, and sent in writing to Mr. Harry Wheeler, Food Administrator for Illinois, to Mrs. Joseph Bowen, Chairman of the Women's Committee of the State Council of Defense, and to Miss Isabel

Bevier, Chairman of Conservation for Illinois for the Food Administration, a statement of their proposed organization.

On the 15th of May their plans for a centrally located Bureau, free to the public and to be maintained for the duration of the war, were accepted and the writer was given the appointment of Conservation Chairman. To secure the proper headquarters and an able committee of women, were the next important steps. Everyone interested realized the urgent need and necessity of rushing this food conservation organization and there was splendid response and coöperation in every direction, for this seemed to be the psychological moment to undertake this work.

Mrs. Cyrus Hall McCormick became Honorary Chairman, and a large committee of women rallied to our support, giving monthly pledges, and donations for the financing of the Bureau, so that the general public might have the latest and most accurate information on food conservation. Through the kindness of a neighborhood department store, the large airy rooms we now occupy at 28 South Wabash Avenue, were loaned for the work and almost the entire equipment for every department in the store was donated by generous citizens.

On the first of June the Bureau was formally opened with a representative of the United States Food Administration in charge of the Information Desk near the door, where thousands of tested recipes and government pamphlets are given away each week. At this information desk, there are also two domestic science experts ready to answer questions pertaining to the new food problems.

In order to make more tempting the food conservation dishes and at the same time instruct the housewife in a very practical way, the model kitchen, fully equipped with gas stove, ice-box, and the usual kitchen paraphernalia was also installed—and here at 11:00 and 2:00 o'clock daily, the lectures and demonstrations by trained women are held. Every important food drive of the United States Food Administration has been thoroughly explained from this platform. Some of the subjects covered during the first two months of the bureau's existence were:

One hundred per cent wheatless quick breads of every description, Canning, Dehydrating, Children's diet, Invalid cookery, Balanced meals for all ages, Meat substitutes, Uses of dairy products, Yeast bread made with minimum amount of wheat, Uses of fish, French and Italian conservation cookery, Wheatless pastry, Jellies, jams, and marmalades

without sugar, Seasonable salads to save the sweets, Vegetable cookery, Conservation of fuel.

The demonstrators in charge on the Model Kitchen platform, are of course, all home economics graduates. The three largest Home Economics Centers of Chicago, the University of Chicago, Lewis Institute, and the School of Domestic Arts and Science, all coöperate, sending us lecturers and demonstrators frequently. We also have had many visiting demonstrators from other citites who offered their services from time to time. We have also been fortunate throughout the summer in having six demonstrators from the States Relations Service, United States Department of Agriculture.

The third department in the Bureau is the experimental kitchen in charge of a master baker and domestic science expert. Here the recipes given away at the information desk were tested out, new combinations of sugarless, wheatless foods made every day, and the products of the bake oven in this kitchen sold in our model bake shop, with the hope of teaching the public that the wheat and sugar substitutes when properly prepared are very palatable. The baker works in full view of the public, who are permitted to ask questions.

During the first thirteen weeks we had an attendance of 35,521 people; almost all of them eager to learn, but many of them woefully ignorant of even the simplest measures to be employed for the proper food conservation. It has been most gratifying to see many of the same faces day after day and hear the expressions of approval over and over again of this free government cooking school. In order to reach all of the housewives of Chicago and in appreciation of the fact that many women cannot leave their own districts, plans are now being perfected for branch centers in every ward in the city.

KITCHEN TESTS FOR PECTIN IN JELLY MAKING

MINNA C. DENTON

Experimental Kitchen, Office of Home Economics, U. S. Department of Agriculture

The standard test for pectin, 1 tablespoonful of fruit juice plus 1 tablespoonful of grain alcohol (95 per cent), has now become impossible in many households since there are a number of states in which it is difficult or impossible to purchase grain alcohol except as a physician's prescription.

The following pectin test has been used by the writer and has been found more or less satisfactory with apple, crabapple, plum, quince, and cranberry juices. (Grape juice, however, behaved so differently that the test was valueless in this case.)

Proceed as follows: To 1 teaspoonful of dripped fruit juice add ½ teaspoonful sugar and ¼ teaspoonful Epsom salts; stir until all are dissolved, then let stand five minutes. If the mixture sets into a jelly within this time, the juice is a good jellying juice, and may be sweetened and boiled at once, cooking rapidly until it begins to set or flake from the edge of the spoon. If the Epsom salt mixture fails to set into a solid sheet of jelly within a few minutes, then the juice needs to be concentrated by boiling before it is sweetened.

It may be added, that where wood alcohol can be purchased, it will serve for the pectin test instead of grain alcohol, and its action is more rapid than that of Epsom salts. Like grain alcohol it does not as a rule form a solid sheet of smooth jelly, but precipitates the pectin in smaller or larger clumps in the midst of a liquid juice which is expressed from the jelly clumps. In a good jellying juice, the pectin comes down in one large solid clump at once; in a poor juice (one in which the pectin is too much diluted), the clumps are smaller and more scattered. Wood alcohol is perhaps more likely to allow the re-dissolving of these precipitated jelly clumps in the surrounding juice, after some minutes' standing, than is grain alcohol. The wood alcohol test, unlike the Epsom salt test, can be used with grape juice as well as with other juices. The Epsom salt test as described above, if allowed to stand ten to twenty hours, is often more sensitive than the alcohol tests; too sensitive for the housekeeper's use, in fact, for even a very poor juice will often set in this length of time.

In case wood alcohol is used for the pectin test, it must be remembered that this is a poison and should be labelled as such and kept away from children.

Commercial denatured alcohol as bought at drug stores is in some cases at least, even more successful as a precipitant of pectin, than is the pure methyl alcohol of the laboratory.

THE MEANING OF THE WORD CORN

It is somewhat curious how differently the word "corn" is understood by different peoples. In the United States we generally mean by it simply maize or Indian corn; but the Scotch use it as meaning oats, and to most Englishmen an "ear of corn" suggests nothing but a head of wheat, while throughout the northern part of the European continent a "cornfield" is understood almost always as a field of rye.

If we turn to our Authorized Version of the Bible we find the word "corn" used in several interesting ways. It is said that Ruth coming to Bethlehem "in the beginning of the barley harvest" asked "to go into the field and glean ears of corn." But it was "in the time of the wheat harvest" that Samson burned "the standing corn of the Philistines" by tying firebrands to the foxes' tails. The humane statute of Moses "Thou shalt not muzzle the ox when he treadeth out the corn" undoubtedly applies to all the grain plants harvested by the Israelites. Finally, in the words of Jesus, "except a corn of wheat fall into the ground and die, it abideth alone" the meaning of corn is plainly *kernel*.

The dictionary tells us that the word first meant simply a hard, edible seed, grain, or kernel, and was applied especially to such kinds as were of most importance for food. From this it would be but a short step to speak of the plants which bore such kernels, as "corn plants" or "corn" in general. Then whichever of these plants was most familiar to a people naturally came to be known as "the corn" of that region, or simply as "corn," while those corn plants which were in less common use were distinguished by their separate names.—*Corn Plants, by Frederick Leroy Sargent.*

EDITORIAL

An Emergency Commission in Education. The following resolution should be of especial interest to those who have for many years urged the introduction of Food Courses into the schools. What persistent agitation for a long series of years has failed to bring about, the emergency of today seems to be about to accomplish.

This Commission of the National Education Association was appointed to represent the Association in mapping out a program for the "rebuilding of civilization through a war modified education." It has a membership of 29, seven of them women, including our own Miss Arnold, dean of Simmons College. The commission was organized in March, 1918, and has since held four meetings. Among the problems considered by it are: Higher salaries for teachers, adequate teacher training, a complete program of health and recreation, rural education, immigrant education, the education of adult illiterates, training for all forms of national service, the coördination of war service in the schools, the creation of a national department of education, and the extension of national coöperation with the states in strengthening the public schools.

Resolution

RESOLVED: That the N. E. A. Commission on the Emergency in Education and the Program for Readjustment during and after the War, in support of the agreement made with the U. S. Food Administration by the National Education Association at Pittsburgh, approves the work already done by the College Section of the Food Administration, and further urges upon schools throughout the country the form of coöperation which follows:

I. Emphasis of appropriate instruction concerning the uses of food and the consequent choice of food as related to health. To this end the plan of education provided by the Food Admininstration, in coöperation with the Bureau of Education and the Department of Agriculture, should be followed wherever possible.

II. Careful attention to all government messages concerning the food supply, and explicit instruction to the schools in the interpretation of these messages—whether extended through the press, by special bulletin, or by the specific request of the local Food Administration.

III. The organization of such routine as will enable the pupils to carry such specific messages to their homes—thus creating in the school system relay-stations for Government messages—state and Federal—and constituting every pupil a "Messenger for Uncle Sam."

IV. Evert state, or county or municipality should arrange its own plan for carrying information. The important reaction upon the pupils who are thus recognized in this national service is not to be ignored in our estimate of this contribution.

The Commission hopes to secure an early response from every state with an assurance of coöperation. Definite suggestions as to plans will be welcomed.

(Signed) GEORGE D. STRAYER, *Chairman*,
L. D. COFFMAN, *Secretary*

October 9, 1918.

A Protest. Under the guise of saving material the manufacturers have put on the market this fall skirts that are a revival of a fashion that we had thought was gone forever. They are so narrow that it is practically impossible to take a long free step when wearing them, and to ascend a street car is to perform an athletic feat. That the excuse of saving material is only a pretense is shown by the fact that the narrow skirt is accompanied by an overskirt. A moderately full skirt would be more attractive and far more comfortable and safe, and use no more material.

The tendency to lengthen skirts should not go too far. It would be a calamity to go back to dresses that just cleared the ground. While the extremely short skirt is not to be commended, one that comes just below the tops of the boots is not immodest and is far more suitable for a business suit than one that must be lifted whenever one goes up stairs.

Delicate colors that require much labor if they are to be kept clean should be reserved for "occasions," not introduced into every day garments intended for rough service.

Yokes, cuffs, collars, and waist linings, so far as possible, should be detachable so that they can be easily cleaned, and preferably made of washable material.

Work dresses for the house should be made with short sleeves with cuffs that may be buttoned on if desired.

The overheating of our houses has been partly responsible for the use of thin waists and transparent sleeves. With the present coal shortage these will not offer sufficient protection and are not suitable for most people. They are rarely economical.

Why can we not have sensible clothes upon the market? Clothes that are of such good lines and so simply made that they are attractive instead of grotesque even when they are not the "latest thing," clothes that depend for their value on quality of material and workmanship rather than on superfluous ornaments that have no relation to the lines of the garment or the beauty of the material, clothes that allow freedom of movement and are designed with reference to the lines of the body.

It is useless to say that women are themselves responsible for the styles. This is true only to a limited extent. Some, of course, will always desire the "newest thing." Upon many the style is forced because they cannot get anything else. Those who must buy ready made clothes take what is offered them, or go without. Even if a long search might reveal what they wish, time and effort are very precious today.

If only by some change of heart those who set the styles could make sensible dress fashionable, and keep it so, they would receive the gratitude of a large majority of women.

COMMENT AND DISCUSSION

The Journal of Home Economics:

In reply to the inquiry made in the May number of the JOURNAL regarding the relative advantages of arranging sewing and cooking on alternate days, semesters or years, I am enclosing a summary of our experience in the Ames Public Schools where we do the practice teaching in home economics.

GENEVIEVE FISHER,
Director of Practice Teaching in Home Economics, Iowa State College.

An analysis of the various methods of arranging cooking and sewing in the high school program.

I. Alternate days:

Advantages: none.

Disadvantages: (a) Does not allow for work which should come on consecutive days. Numbers of problems in foods can well take two or three days to finish. (b) Breaks into the series of sewing units so that only the very shortest units can be finished.

II. Alternate groups of days as Monday, Tuesday, and Wednesday of the first semester for cooking; Thursday and Friday for sewing. The order reversed for the second semester.

Advantages: (a) Gives sufficient consecutive lessons to complete most food units. Left over food materials can be utilized. (b) Gives an opportunity for the seasonal changes in both the cooking and sewing. (c) Gives more time to cooking in the fall semester when fresh vegetables and fruits are plentiful. (d) Gives more time in the spring semester for sewing. (e) Gives more opportunity for home practice of the work taught at school. (f) The total week's work is less liable to cause physical fatigue if the girl's time is divided between cooking and sewing.

Disadvantages: (a) The constructive problem in sewing covers a long period of time and the pupils may grow impatient to complete it.

III. Alternate semesters: Advantages: (a) Gives more intensive work in both subjects. (b) Shortens length of time for a problem.

Disadvantages: (a) If provision is not made for reversing the order the second year, the course will not provide for seasonal changes. (b) The cooking may cause undue physical fatigue if the class is young.

IV. Alternate years.

Advantages: (a) Gives still more intensive work. (b) Gives seasonal changes.

Disadvantages: (a) Pupils are more liable to drop out at the end of the year and have but one type of work. (b) An entire year of cooking may be too fatiguing.

Conclusion. The choice seems to lie between the following two plans:

1. Alternate groups of days where the extra day in the fall is given to cooking, and in the spring to sewing.

2. Alternate semesters where provision is made for seasonal changes by reversing the order the second year. If careful attention is given to change from laboratory to recitation work, fatigue will not result.

BOOKS AND LITERATURE

Any book or periodical mentioned in this department may be obtained through the JOURNAL OF HOME ECONOMICS if the Journal price is listed.

Food and the War. A textbook for college classes. U. S. Food Administration in coöperation with the Department of Agriculture and the Bureau of Education. Boston: Houghton, Mifflin Company, 1918, pp. 369. $0.80. By mail of the Journal, $0.90.

Last spring there were issued from the Food Administration, with the coöperation of the Department of Agriculture and the Bureau of Education, a series of lessons for colleges and normal schools that were used in more than 500 institutions. The lessons consisted of 16 weekly lectures, of a second course including supplementary material that expanded the work into 48 lessons, and of a laboratory course.

The lessons were prepared by Dr. Katherine Blunt of the University of Chicago, Florence Powdermaker of the Department of Agriculture, and Elizabeth Sprague of the University of Kansas, with aid from various experts who were called to their assistance. The text covered the present food situation, the relation of the Food Administration to it, and the ways in which everyone has been asked to modify his food habits in order to help in winning the war. This of necessity involved a study of food and diet.

These lessons were so successful that they have been revised, brought up to date, and published in book form, and a second edition is now in press.

The book is admirably adapted for a survey course in colleges that have not before introduced work in Home Economics, as well as for an introductory or a review course for students taking the ordinary Home Economics work. If it were to be used for review, part of the material, especially some laboratory exercises, might be omitted, but on the whole the point of view is so different from food courses as ordinarily formulated and so essential at present that very few would find much of it a repetition.

The book has been prepared with the utmost care and the facts thoroughly verified. The authors had access to the records of the Food Administration and were able to introduce much material that is difficult to find elsewhere in such well authenticated form. The brief but especially well selected bibliography at the end of each chapter deserves notice. Thanks are due the Food Administration as well as the authors for making available the valuable material in the book.

Food Guide for War Service at Home. Prepared under the direction of the United States Food Administration in coöperation with the Department of Agriculture and the Bureau of Education. New York: Charles Scribners Sons, 1918, pp. 67. $0.25. By mail of the Journal, $0.30.

The courses offered to colleges last spring were so successful and in such demand that it was thought wise to prepare in briefer and less technical form a survey of the food situation that might be used for high school boys and girls to make them familiar with the elementary facts in regard to food, the world's present needs and their share in supplying them. It was fortunate that the same authors could undertake this work, with the additional help of Frances Swain of Chicago Normal College. The same accurate and careful work is shown as in "Food and the War."

The Food Guide deals with the wheat situation, the war time importance of wheat and other cereals, and war bread, with the regulations in regard to it. It discusses

meat and fat here and abroad, explains the sugar shortage, shows why milk is necessary for the nation's health, and why we should produce and eat vegetables and fruits. A few well selected references are given. The work should be as interesting for the general public as for the high school student.

Both this book and "Food and the War" have an introduction by Mr. Hoover.

American Women and the World War. By IDA CLYDE CLARKE. New York: D. Appleton and Company, 1918, pp. 545. $2.00.

In the United States, as in other countries, women, perhaps because they cannot actually fight, have been quicker than men to recognize the obligations of wartimes and to realize the tasks that must be accomplished at home as well as in the field. The amount of work done by American women, in connection with the war, has been stupendous. The promoting and executive ability displayed has opened up a new chapter in the history of women's advance into the industrial and political life of the nation. Adequate leadership has been forthcoming and women have shown that they can coöperate in a common cause and work as members of a unit for the benefit of all rather than for individual glory or notoriety.

Old organizations have undertaken new work and new organizations have been formed for special purposes. At the end of 1917 there were some five thousand different organizations and branch organizations engaged in war work, with an active membership of over two million. The author has performed a most useful task by gathering together data on these organizations, and telling the story of their entrance into war work and of the type of work that each is doing. This volume is really a reference book or directory. Information of the scope of each of the leading organizations, the names and addresses of chairmen, and the full text of the more important official documents and resolutions of women's organizations are given.

Part I is a survey of the work of the Women's Committee of the Council of National Defence, describing with great clearness the successful coördination of effort through the state chairmen of the Women's Committee; the help given by the women in registration, in food conservation and production, in the Liberty Loan campaigns, in child welfare work, in the social work in and around the cantonments; and the way in which the problems of women thrust into industry, such as the maintenance of standard working conditions, equal pay for equal work, and the training of women to do men's work, have been met.

Part II reviews the work of the women, state by state, emphasizing any special work or novel scheme which has been followed. Part III outlines the special war relief organizations such as the Federal Council of Allied War Relief, the National Allied Relief Committee, the State Women's War Relief, and others, many of which have been at work since 1914. Special chapters are devoted to relief in Belgium, in France, in Great Britain, in Poland, and in Russia. This book is completed by a directory of the leading women's organizations connected with war work.

An adequate index would have added greatly to the value of this volume.

CHASE GOING WOODHOUSE,
Smith College.

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NEWS FROM THE FIELD

The American Dietetic Association held its first annual meeting at the Royal Palace Hotel at Atlantic City, September 26–29, 1918, with an attendance far in excess of expectation.

All meetings except the business meetings were held in the general assembly hall in order to accommodate the large audiences made up not only of members of the association but of progressive hospital people interested in it.

Thursday afternoon Dr. E. V. McCollum spoke on Conservation in Planning Diets.

A paper on The Dietitian in Social Service by Lucy Gillett, Director Dietetic Bureau, League for Preventive Work, Boston, was read by Blanche Joseph.

A talk on The Dietetic Needs of To-day was given by Martha Van Rennselaer of the U. S. Food Administration.

Friday at 9 a.m. the regular business meeting was held, Miss Graves presiding; Miss Smedley presented the report of the committee on resolutions; affiliation with other organizations was discussed at length and decision deferred. The following sections were organized: Dietotheraphy, Administration, Teaching, and Social Service. The president was authorized to appoint a member of the executive committee as chairman of each section. A very lively discussion of the student dietitian problem followed, during which the nature of the training, length of course, hospital facilities, and conditions of living were discussed. The report of the committee on revision of constitution and by-laws was given by Miss Cooper. The principal recommendations were that there be but one secretary and that the dues be raised to two dollars per year. The committee on nominations presented the following ballot: President, Lulu Graves, Cornell University; First Vice-president, Lenna Frances Cooper, Battle Creek Sanitarium; Secretary, E. M. Geraghty, New Haven Hospital, New Haven, Conn.; Treasurer, Emma Smedley, 1425 Brandywine St., Philadelphia, Pa., and these officers were elected.

Friday afternoon Caroline Hunt, U. S. Department of Agriculture, spoke on Conservation in Dietary Calculations, and a paper by Edna White on The Dietitian in Coöperation with the Red Cross, read by Emma Conley, renewed the discussion of the training of the student dietitian. The intensive training course for college graduates was brought up and tbe general sentiment was that it is better to give hospital training to the women already graduated from reputable schools of home economics than to devote the energy to untrained women. The hope was expressed that the hospitals would realize the necessity of opening their doors to the student dietitians, provided their dietary departments and the personnel of these departments are such as offer favorable training for these women. The motion was made that the association send a representative to Washington to confer with the proper authorities as to the scope of the training hospitals should offer to render dietitians of most value to the army, and Miss Graves was appointed to act as this representative.

The general session of the American Hospital Association and the American Dietetic Association was held Friday evening, Miss Lenna Cooper presiding. Henry C. Wright, Secretary New York State Charities Association, talked on the work of the Institutional Food Conservation Committee. C. S. Pitcher, Kings Park State Hospital, read a paper on Waste of Food in Hospitals. Miss Graves read a very excellent paper on The Management of the Dietary Depart-

ment. A brief discussion, led by Dr. Louis Burlingham, followed.

Saturday morning at a meeting of the executive committee the following chairmen were appointed: Program Committee, Lenna Cooper; Membership Committee, E. M. Geraghty; Section on Dietotheraphy, Margaret Sawyer; Section on Administration, Emma Smedley; Section on Teaching, Katherine Fisher; Section on Social Service, Blanche Joseph.

The thanks of the organization are due Miss Graves for her able administration during the initial year, for rarely has an association accomplished so much in one year as has this one. Miss Graves has not only been its leader but also through it has influenced the whole profession.

College Degree in Home Demonstration Work. The first four years' college course in home demonstration work in the United States was established this summer at the George Peabody College for Teachers at Nashville, Tennessee, through the efforts of the president, Dr. Bruce R. Payne. The course leads to a degree of bachelor of science and includes academic work similar to the requirements of other scientific degrees as well as special work in home economics. Women and girls completing this new course will be equipped to take up home demonstration work for the U. S. Department of Agriculture and the State Agricultural Colleges. Since the Knapp Memorial Farm is located at the college, many specialists of the different bureaus of the Department, who visit Nashville to give instructions and to see the work that is being carried on there, have assisted greatly in the home demonstration work of the summer short courses during the last three years, and will now be able to contribute to the women's work throughout the year.

Food Conservation on Street Corners. A new kitchen on wheels is carrying the message of food conservation in street meetings to many Boston women who have not been reached directly in any other way. A motor truck, which has been contributed by a public-spirited woman of the city, has been fully equipped for food demonstrations that are given by home demonstration agents of the United States Department of Agriculture and the State Agricultural College coöperating with the State Food Administration. The truck carries a large-sized electric stove, a white-enameled kitchen cabinet, a zinc table for hot dishes, and an enameled table for the actual work of cooking and canning. Two dozen camp chairs are also provided, and other chairs and benches are usually brought out from homes in the vicinity of the demonstration. The audiences have averaged about 60 women, fully as many children, with 10 or 12 men in the background. A trained nurse goes along who speaks for fifteen minutes, before or after the regular demonstrations, on the feeding of children and the importance of milk.

The American Association of Agricultural Colleges and Experiment Stations will hold its meeting in Baltimore, January 8 to 10, with headquarters at the Southern Hotel.

From January 2 to 8 the State Leaders of Home Demonstration Work of the States Relations Service, Office of Extension Work, North and West, will hold a conference in Washington.

A meeting of the Council of the American Home Economics Association will be held at the Journal Office in Baltimore during the session of the A. A. A. C. and E. S. at a time to be appointed. Members of the Association are cordially invited to visit the Journal Office at any time. It is located in the Medical and Chirurgical Faculty building at 1211 Cathedral Street.